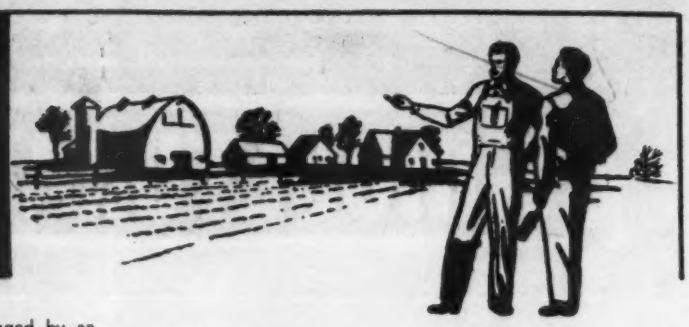
The AGRICULTURAL EDUCATION Magazine

VOLUME 31 JULY 1958 NUMBER 1

UNIVERSITY OF MINNESOTA RECEIVED JUL 10

Featuring— Local-State-National Relationships in Agricultural Education

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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Subscription price, $2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, $2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress March 3, 1879, at the post office in Danville, Illinois.

U OF M BINDERY

Editorials

Who Makes Policies for Vocational Education?

BONARD S. WILSON, U. S. of America Operations Mission to the Philippines

Who makes policy for vocational education? Who should make it? The latter is perhaps the more important question.

I have recently asked this question of many of the leaders in vocational education. None of them have seemed satisfied with the answers they have given. I am not satisfied either.

It is pretty generally accepted that policies should be made by lay boards with the advice of professional workers and other citizens who are directly concerned with the policies.

We no longer have a national lay board for vocational education. Congress, then, becomes our only national lay group for making national policy for vocational education. Do they do it? Can they? Should they?

It is my opinion that Congress does not, cannot and should not serve as the sole policy-making body for vocational education. But policy must be made and it is being made. By whom and how?

I doubt that the U.S. Congress is doing it. Who is then? Who wrote Bulletin No. 1? Who decided that it needed to be rewritten? Who revised it? Who selected the people to revise it?

State and local boards of education do and should make policy for their own respective programs within the framework of national policy. In some cases the professional worker plays more than an advisory role in policy making. He writes the policy and "sells" it to the board. This, in my way of thinking, needs correcting as much as does the making of policy without a lay board.

I have asked some questions. What are your answers? Perhaps I should stop at this point? However, I must ask a few more.

Why have we in vocational education not asked these very important questions many times before? Some people, of whom I inquired, admitted that they had never even thought about the matter until the questions had been raised. This is perhaps the nub of the problem. Policy must be made. If we do not ask that it be made as it should, it will be done otherwise. Some of us have probably asked the ques-

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From the Editor's Desk . . .
With These to Guide Us—

In the final analysis, local-state-national relationships are a product of the relationships among individuals. The development of local-state-national relationships are subject to the same rules that govern a person's relationships with his neighbor. Application can be made, when considering local-state-national relationships, of such old sayings as "win an argument and lose a friend" and "you must stand up for what you believe is right."

It may be the apparent incompatibility of such sayings as those quoted above that makes written policies so important in enterprises involving more than one person. Written policies make it possible to shift the emphasis on points of difference from a person to person argument to a question of interpreting what is meant by policy statements. Written policies eliminate many possibilities for dispute simply by providing a continuing consistent basis for solving problems, thus avoiding the pitfalls of faulty memories and personal or political bias in human relations situation.

It is also probable that a sound policy making process makes possible wiser solutions to problems, since policies, by their very nature, should be developed to stand the test of time rather than to provide an easy immediate solution to an explosive situation.

Some persons oppose policy development because they do not want the values described above. Policies provide restraints to the power ambitions of the would-be dictator who "knows what's best" and who prefers the freedom to adjust solutions to problems according to his own personal whims and ambitions. The weak fear policies because policies provide no easy way to shift responsibility for personal failures. Many well intentioned public leaders seem frightened, for one reason or another, of the prospect of a public fully aware of the basis for decision making. Indeed, many and varied excuses can always be found by the unwise leader for delaying the development of written policies.

The wise leader of today—if he has any desire to see his labors continue to bear fruit in the future—will make it possible *and necessary* for his successors to say, "With these policies to guide us . . ." □

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Local-State-National Cooperation in Agricultural Education

H. M. HAMLIN, Teacher Education,
University of Illinois

H. M. Hamlin

ONE of the greatest developments in agricultural education in the past 40 years has been the evolution of a workable arrangement for local-state-national cooperation.

There is probably no one in the field who believes that as much could have been accomplished if each community had been responsible for its own program of agricultural education, or if each state had undertaken separately to provide a program.

It seems desirable to look at the arrangement we have, inquire into its strengths and weaknesses, and ask whether a similar arrangement could be used in all public education.

Early Agricultural Education in the Public Schools

Public school education in agriculture originated in school districts which received no special encouragement or support from the states or the nation. Agriculture was first taught in the public schools as a separate subject in 1858. It developed at a snail's pace during the balance of the nineteenth century. It was not until the turn of the present century, when the states began to encourage it, that it began to make substantial growth.

Prior to the passage of the Smith-Hughes Act in 1917, at least 25 states had legislated regarding public school education in agriculture. Some states provided funds and supervision; some encouraged "agricultural high schools;" some required that agriculture be offered in certain types of schools or taught to certain types of students. The year before the Smith-Hughes Act was passed, there were 3,181 high schools offering courses in agriculture.

Federal Aid to Education Traditional

The entrance of the national government into an arrangement for local-state-national cooperation was in line with its oldest traditions, not a departure from them. The founding fathers could not wait until the nation had a constitution and a president to begin aiding public education in the states. The Ordinance of 1785, setting aside for school purposes one section in each township of the Northwest Territory, had a major effect upon the development of public schools in six states.

Over a long period of years, the national government gave 114,304.8 square miles of land to the states for eduational purposes, an area larger than the land areas of New York, New Jersey, and Pennsylvania.

The Morrill Act of 1862 resulted in the establishment of public higher education in most of the states. Only a few of the states in the South, the Northeast, and the Middle West had public colleges or universities prior to the Morrill Act.

The United States Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The national government established the public school systems of 35 states while these states were "territories." Beginning in 1876, it required every new state to have a public school system.

The Hatch Act of 1887, which provided aid to the state agricultural experiment stations, the Nelson Amendment of 1907, which aided the land-grant colleges in the preparation of teachers of agriculture, and the Smith-Lever Act of 1914, which encouraged agricultural extension, were the more immediate antecedents of the Smith-Hughes Act.

Since 1917, there have been many other types of national legislation to aid education. Examples are the acts providing for war training, the education of veterans, the school lunch program, aid to schools in federally affected areas, and aid to research in the state higher institutions. In the fiscal year, 1948-49, the expenditures of the national government for education were equal to the cost of operating all of the public elementary and secondary schools in the United States. In 1955, the House Committee on Education and Labor reported 285 separate national funds for education, administered in about 200 divisions of the national government.

Not all of the national aid to education has been as direct as the aid provided for vocational education in agriculture. State and local taxes for school purposes may be deducted from income in reporting to the national government for income-tax purposes. Postal rates are lower on educational publications. Joint state-national employees have the franking privilege. Valuable radio and television wave lengths have been assigned to educational institutions. Many corporations, and notably the aircraft companies, which have cost-plus contracts with the national government, carry on extensive educational programs for their employees and others.

Evolution of Cooperative Arrangements in Public Education

Arrangements for local-state-national cooperation have been developing gradually in public education as a whole.

The first public schools were initiated by the people in communities. They were established, one by one, all along the frontier, over a period of 250 years.

The states developed very slowly a concern about education. Until the last 100 years, state policy in nearly all of the states has left education almost entirely to the school districts; in a few states, this is still the policy.

It has taken more than 300 years to evolve the partial and unsatisfactory arrangements for local-state-national cooperation in public education which we now have. There are large segments of the population who do not realize the extent to which it has developed, and there are other large segments who believe that these arrangements should not exist. There has been little serious thinking by the public about the means of pro-

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Viewpoints of School Administrators Regarding Local, State and Federal Relationships in Agricultural Education

RALPH R. BENTLEY and FRANK J. WOERDEHOFF, Teacher Education,
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What do school administrators think about vocational education in agriculture as a secondary school program? Do these administrators understand local, state and federal policies and relationships with regard to vocational education in agriculture? In order to sound out their opinion a study was undertaken to discover the viewpoints of school administrators regarding pertinent questions dealing with vocational education, including vocational agriculture, in the secondary school. This article is based upon the viewpoints expressed by 712 or seventy per cent of the secondary school principals and superintendents in Indiana. These administrators were asked to indicate whether they "agreed," were "undecided," or "disagreed" with selected statements dealing with the administrative relationships of vocational education in agriculture.

Does the Administrator Play a Key Role?

How do school administrators view their role in the development of local school programs of vocational agriculture? According to this study eighty per cent of the school administrators believe that the development of a local program of agricultural education depends largely upon the degree to which they support and encourage the program. Obviously, they see themselves as holding a key supportive role in the program. Since school administrators view themselves as playing such an important role, it becomes apparent that they will need to have a thorough understanding of the philosophy and practices of vocational education in agriculture. It seems reasonable to assume that such an understanding has an important bearing upon the acceptance or rejection of this phase of secondary education and the manner in which it is carried out. Furthermore, school administrators will need to understand local, state and federal relationships as set forth in the State Plan for Vocational Agriculture if they are to properly discharge their responsibilities toward vocational agriculture.

A common complaint often voiced among school administrators is that the vocational agriculture program is responsible for many additional administrative problems such as scheduling classes, making special reports and meeting specific program and policy requirements. Yet, when the Indiana school administrators expressed their views it was found that only one out of four felt that vocational education in agriculture was bothersome or difficult to administer. The principals of larger schools were significantly less inclined than principals of smaller schools to feel that there were too many administrative problems associated with vocational agricultural education.

While the majority of the administrators view themselves as having a key role in the development of the vocational agriculture program, only eight per cent were opposed to having an agricultural advisory committee to work with the teacher of agriculture and the administrator.

Is the Administration of the Program Acceptable?

There seems to be much uncertainty and division of opinion among Indiana school administrators as to whether vocational education, including vocational agriculture, is federally controlled. Twenty-two per cent were undecided in their viewpoint, whereas, thirty-six per cent believe and thirty-eight per cent did not believe that vocational education was federally controlled. Similar uncertainty was expressed by the administrators as to whether the State Department of Public Instruction had any real control over federally reimbursed vocational education programs. Apparently there is serious need for a clearer interpretation of state and federal relationships with regard to policies and operational practices. Interpretation of the state's role is a continuous responsibility for vocational educators since it must be remembered that many new and inexperienced persons become secondary school administrators each year. It is a dangerous luxury to overlook the need for a continuous program of policy and program interpretation, both on the local and state level.

Apparently Indiana school administrators are seriously concerned about state and federal policies with regard to time requirements for classroom instruction. This appears to be a major controversial issue and the majority viewpoint would seem to indicate that time requirements for classroom instruction should be determined locally. Only eighteen per cent of the administrators agreed that state and federal vocational authorities should determine the time requirements for instruction in vocational agriculture.

While these administrators would reject certain state and federal controls, the majority were favorably inclined to accept state authority for the approval of local vocational agriculture facilities based upon standards established by the State Department of Public Instruction. Likewise, seventy-five per cent of the administrators were agreeable to having the state vocational authorities develop a state course of study for vocational agriculture.

Is the Instruction Program Too Costly?

Even though it is generally recognized that the per pupil cost for vocational education in agriculture is greater than most other secondary school subjects, approximately three-fourths of the administrators indicated that the per pupil cost for vocational education, including vocational agriculture, is justifiable in a public school program. Likewise, seventy-five per cent of the administrators believe that the cost of facilities and equipment for vocational agriculture can be justified. Then too, school administrators were generally agreed that school owned and operated buses should be available for transporting vocational agriculture students on field trips.

These facts indicate that the cost of a program of vocational education in agriculture is viewed to be justifiable. Although administrators believe that the cost of vocational education can be justified, it should not be concluded that all communities are finan-

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viding, across the board, the benefits of cooperation among the three units of government which have been discovered in the programs where it is practiced. Each special program that is nationally aided operates under special legislation. Relationships between the states and the nation vary with each program. The percentages of the total costs paid by the nation and the terms on which funds are available to the states are different for each cooperative enterprise.

Decisions About Agricultural Education Which School Districts Make

In public school education in agriculture, critically important decisions are still made by the school districts. Among these decisions are the following:

1. How is local policy for agricultural education to be developed, interpreted, publicized, and executed?
2. Who are to be served by agricultural education? In what ways? How much? When in life? Where?
3. What specific local purposes are to be served by public school education in agriculture?
4. How are the people of the district to determine whether their purposes are being served?
5. What provisions will be made locally for the organization and administration of agricultural education and for staff, program planning, funds, and facilities?
6. Will state and national funds for vocational education in agriculture be accepted? Will they be used for all, or a part of, the purposes for which they may be used?
7. Will the minimum state standards for staff, program, and facilities be exceeded?
8. Will the district's program of agricultural education be confined to those phases for which state and national funds are available?

These questions have not been consciously faced or thoughtfully answered in a very large part of the school districts. Often the answers that have been given have been those of a small minority of the people of a district or of administrators and teachers of agriculture. There is a large and dangerous deficit of good local policy for all public education, developed by adequate representatives of the public and understood, accepted, and supported by the local public.

Decisions About Agricultural Education Which the States Make

The states also must deal with many critical questions in determining state policy for agricultural education. Some of the state-level questions are:

1. How will state policy for public school education in agriculture be made? Who will share in making it? How will the participants share?
2. Will agricultural education be aided and encouraged in the schools of the state, or will the state adopt a hands-off policy?
3. Will agricultural education through the public schools, or agricultural education outside the schools, or both be encouraged?
4. How much of the control over agricultural education in the schools will be retained by the state and how much will be relinquished to the school districts?
5. What provisions will be made for state administration and supervision and for teacher education and certification?
6. What special purposes will public school education be expected to serve?
7. For whom will the schools be encouraged to provide agricultural education?
8. What provisions will the state make for the evaluation of agricultural education? What state standards will be set? How will they be enforced?
9. Will a standard, statewide program be required, or will the districts be allowed to develop their own programs, or will some compromise arrangement be set up?
10. Will national funds for vocational education in agriculture be accepted? Will they be used for all of the purposes for which they may be used?
11. Will state funds be provided to supplement the national funds in providing vocational education in agriculture?
12. Will state funds be provided for types of agricultural education which cannot be aided with national funds?

The processes by which these devisions have been made in the states are as unsatisfactory as the processes used in the school districts in making local decisions. In some states, most of the control over agricultural education has been kept by the state; local initiative and responsibility have not been adequately encouraged. The controls kept by the states have often been exercised by a few state employees. Decisions about agricultural education have too often been made independently, without consideration of the relationships of agricultural education to the whole of public education.

National Control Over Agricultural Education Limited

The national government has intentionally exercised the least control over agricultural education of any of the partners in the local-state-national arrangement. The Smith-Hughes Act was designed to encourage the states to develop vocational education. It was expected that national funds would be provided only temporarily and that the states would take over the financing and management of the program. The Act therefore included only those provisions believed necessary to insure that national funds would be used honestly and without waste for their intended purposes.

The national government encouraged the states to develop state policy for vocational education by requiring a state policy making body (a state board of vocational education) and a state plan, which indicates how national funds are to be used within a state.

The states were allowed to determine the nature of their boards of vocational education and the procedures to be used in developing their state plans. Too commonly, boards of vocational education have been made up of political hacks. Too often, state plans have been the work of a few state officials, rubber-stamped by state boards of vocational education.

By aiding only one form of agricultural education in the schools, the national government has, without intent, influenced the development of an unbalanced program of agricultural education, which serves only a

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small part of those who need education in agriculture.

Need Adequate Arrangements for Making Policies for Public Education

The principal blame for failures of the local-state-national arrangement falls upon the states and communities which have failed to carry their part of the responsibilities of the partnership. Any defects in the national arrangements could have been easily offset by intelligent state and local action. If we are to keep the cooperative program, the states and school districts must do better than they have done. The national government is powerless to provide adequate and efficient agricultural education in the states, but it can withdraw its funds if it becomes convinced that it is impossible under the present arrangement to get the agricultural education the nation needs.

We have learned through 40 years of experience that communities will not have good agricultural education unless they know what it is, want it, and will work for it; that the states cannot impose adequate agricultural education upon the school districts; and that the nation cannot impose adequate agricultural education upon the states.

There seems to be no good reason for revising the Smith-Hughes and George-Barden Acts until we design a national policy for all public education. We need desperately to make up our minds regarding the role of the national government in public education and apply certain general principles in every relationship between the states and the nation in conducting public education. Until we have a general policy, the national acts for vocational education will continue to serve usefully.

The greatest need is for adequate local, state, and national policy making arrangements.

Local boards of education exist to enact policy and see that it is executed. They have, generally over the United States, failed notoriously in these primary functions. They will not succeed until they recognize their primary responsibilities and use the help of their school staffs, citizens consulting committees, outside consultants, and the experience of other communities in developing sound educational policy.

The state legislatures have demonstrated almost uniformly that they need more help than they are getting in enacting state policy for agricultural education. State boards of vocational education, properly constituted and conceived, can give a good deal of help, but the citizenry must not abdicate. State citizens committees and voluntary organizations interested in agricultural education should keep close watch of legislatures and boards and give them the help they need.

The Congress of the United States has demonstrated, over a long period of years, that it cannot, by itself, develop adequate national policy for education. The presence in Washington of nearly 300 separate, overlapping agencies, which together serve only a fraction of public education, is proof that Congress needs help from a national board of education and a strong Office of Education. The National School Boards Association, the National Citizens Council for Better Schools, and the many other national organizations interested in education should be insisting, more vigorously than they have, that a unified national policy for education be developed, which would include sound policies for relationships between the states and the nation.

Need Three-way Partnership for Both Aid and Control of Public Education

Agricultural educators should be very much interested in the many proposals for national aid to education which are now before Congress. Nearly all of them deal only with specialized phases of education. Most of them are unsatisfactory because they affect only parts of the educational program and set up special arrangements and procedures for each part.

Bills which propose general aid to education should interest us especially. More comprehensive national aid to education is surely coming. The only questions are: When? In what form? With what safeguards? It is senseless to be for or against national aid to education. Only specific proposals can be evaluated. If we are not on guard, we may get arrangements for national aid far worse than those the vocational education acts have provided.

There is a strong temptation to accept some easily administered form of national aid, which involves no control on the part of the national government. Among the proposals of this type, the one which would return to the states a given percentage of the national income tax they pay is perhaps the most alluring. Such an arrangement might do a vast amount of good, but it has intrinsic weaknesses. Dr. James B. Conant has recently pointed out that, while no national control of education would result, a vast amount of state control could develop in the use of the large funds which would accrue to the states. The arrangement assumes that each state is individually responsible for education within its borders, does not recognize the facts of migration and interdependence among the states, and does not help to insure that educational opportunities will become more nearly equal across the country or that the national interest will be considered in planning education in the states.

If there is to be real local-state-national cooperation in education, all of the partners must have approximately equal rights and responsibilities. We should assume that the nation will share in controlling education because one purpose of education is to serve the national interest. We cannot expect that the national government will merely raise funds for the states to spend as they see fit. The real questions are: What controls should be reserved for the national government, the states, and the school districts? What arrangements for cooperative decision-making can be set up?

The active participation of the nation as a full partner in a cooperative arrangement would not be likely to result in undue national control. The national government is the most closely watched of all governments. There are effective ways of checking congressmen and bureaucrats if we will use them.

There is far greater danger of state control than of national control of education. Some states have already gone much too far toward it. The national government, if given a real voice in education, could be an effective deterrent of autocracy in state government and a protector of local rights.

We have a government of checks and balances. If we use it as it was intended to be used, the legislative, executive, and judicial branches check and balance each other. Just as effectively, the local, state, and national governments check each other if

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Vo-Ag teacher tells—

How to Make a Multiple Teacher Program Work

DENVER J. KAISER, Vo-Ag Instructor, Barnesville, Ohio

Denver J. Kaiser

IN this article, attention is devoted to a consideration of the overall administration of multiple teacher programs once they have been introduced to a school and community. A part of this information is derived from a study of multiple teacher departments in Ohio completed by this writer in 1957. For the most part, multiple teacher programs are the same as any vocational agriculture program except we have more personalities involved. The mere fact that we have more personalities involved means that we must have a high degree of cooperation between teachers and careful planning to make each segment of the program fit into a well-rounded education for the farm boys enrolled.

The Organization of Multiple Teacher Programs

The factors given consideration in this area are the building facilities, the teaching resources, the classroom fixtures and the selection of additional teacher personnel.

The building and its facilities do not necessarily determine the quality of the instruction offered. However, most would agree that building facilities should be adequate to permit the teachers to do an effective job of teaching. Conceivably, when two or more teachers operate in a given situation, facilities adequate for one may become entirely inadequate to the needs of the multiple program. A study of Ohio teachers and administrators in multiple teacher programs revealed that a single large farm shop plus classrooms for each of the teachers would be a suitable arrangement. Separate farm shops cause an unnecessary tax burden on most rural communities whereas a single shop could be equipped much better at less expense. However, if a given community would have such a large enrollment of vocational agriculture students that scheduling would be a major problem it seems logical to consider the addition of a separate shop facility.

Planning coordination of department activities—from left to right: (seated) G. Webb, Supt.; D. Kaiser, Vo-Ag teacher; (standing) C. Boehm, Vo-Ag teacher; J. Berryhill, Prin.

Teaching resources are an indispensable part of any good teaching situation and conflicts in the sharing of some teaching resources in a multiple teacher program might be expected to arise. Such resources as one main bulletin file and reference book library may be shared by all teachers in the department. It seems that most teachers prefer a personal desk and file drawers for materials that are not pertinent to the overall operation of the department. The Ohio study revealed that most teachers preferred one main set of file cabinets for the department and a personal file for each teacher. A conference room or office seems to be a most desirable addition to any multiple teacher program.

A majority of the Ohio teachers and administrators associated with multiple teacher programs preferred that a combination of the present teacher, the administrator and board of education select the additional teacher personnel. The use of specialized teachers, such as a teacher for mechanics, is made possible by a multiple teacher program, but, for the most part, both teachers and administrators in the Ohio study indicated that additional teacher personnel would be selected much as any good teacher would be selected.

Operation of a Multiple Teacher Program

At this point consideration is given to such areas as the effects of a multiple teacher program on the scope and depth of the vocational agriculture program, the division of teacher responsibilities, the maintenance of facilities, the supervision of students, the teachers' relationships to the total school program and the community and the division of students for class instruction.

How should the scope or depth of a vocational agriculture program be affected by the addition of teacher personnel? Certainly some measurable results should be evident within a reasonable time after the establishment of a multiple teacher program. Some of the results might be as follows according to this study:

1. Better supervision of farming programs
2. More individual student attention
3. More time for important meetings
4. Lessens load of instructor
5. Better curriculum planning
6. Better FFA program
7. Opportunity to expand program
8. Fewer nights away from home
9. Better public relations

For the most part teachers and administrators associated with multiple teacher programs agree that a broadened program should result from the use of additional teacher personnel. Generally, all administrators in the Ohio study believed that the scope and depth of a program should be increased by some degree when an additional teacher is employed. One administrator whose school has maintained a multiple teacher program for a number of years summarized well the opinions generally given in the following statement:

"I wish to look at the problem from the viewpoint that one teacher does a certain amount of work and with two teachers, I could expect twice as much work and results mul-

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they are allowed to function normally. When we shut the national government out of decision-making in education, we deprive ourselves of a part of the protection to which we are entitled.

We should not worry because certain state governors want national aid to education eliminated. Governors have always acted that way because, humanly, they like to have funds which they can administer independently, and they like the control which goes with these funds. Fortunately, governors do not enact our national legislation.

We should be worrying because we are spending national funds lavishly in almost every way except in providing schools. Few see any danger in liberal national aid to the colleges and universities, the extension services in agriculture and home economics, the educational programs of the armed forces, or privately operated summer camps for children. It is considered perfectly proper for the nation to aid in building highways and hospitals, but the foundations of the nation would rock if the schools were to receive more than a pittance in national aid.

We should examine the motives of some who claim to be more devoted to the common good than the founding fathers were. The founders of the nation had no fear of national control of education; they knew how it could be prevented. The moderns who parade as vigilantes protecting the American way of life are often more concerned because national aid might increase the total expenditures for schools, or because the national income tax might bear more heavily upon them than their present convenient ways of paying school taxes, than they are with the enduring welfare of the nation and its people.

All who are interested in the public schools should recognize that national and state aid to education may change the very nature of the schools.

No field illustrates this as well as agricultural education. If national aid to agricultural education were discontinued, as the last two administrations have proposed, while aid to agricultural extension is continued and increased, agricultural education could be driven out of the public schools unless the states should take compensatory actions. But the states are as likely to follow the lead of the national government in discontinuing funds for agricultural education as they are to substitute state funds for national funds.

There could be similar outcomes in every other field of public education. Aggressive groups interested in better education for citizenship could insist that a special, out-of-school agency for citizenship education be set up outside the schools with funds much larger than those the schools would have for citizenship education.

Programs can be put into the schools, as well as taken out of them, through the use of state and federal funds, as agricultural education well demonstrates. The schools can be overloaded with responsibilities which are outside their proper sphere.

If we are to have larger and larger amounts of state and national aid to education, we must become much more alert to state and national affairs than we have been. We cannot, with our heads buried in the sand, proclaim that, in the United States, education is a local function.

Some of the greatest dividends from local-state-national cooperation in agricultural education have been incidental by-products. The arrangement has brought together the agricultural educators within each state and across the nation, so that they have become the most closely knit group of educators in the country. Ideas and practices have travelled rapidly from community to community, and from state to state, in comparison with the slow rate of diffusion of new ideas and practices, characteristic of education as a whole, which Mort, Cornell, and others have reported. Agricultural educators, who might have been provincial, have acquired a national point of view. The national organizations of teachers, teacher educators, and supervisors, which we now have, would have been a long time in developing, and might never have developed, if agricultural education had been a local or a state affair.

Defects in Agricultural Education Policy Can Be Remedied

There have been mistakes in local, state, and national policy toward agricultural education. Some of these have been nation-wide because the influence of the national vocational education acts has been nation-wide.

Too much state and national money has been poured into certain school systems for doing the same things over and over again, when these funds could have been used to extend and improve the program.

The Smith-Hughes Act did not provide for the research needed in launching a new program. The funds for research which the Act provided have not been well used.

There has been no provision for the evaluation of the program for the benefit of makers of national policy and few provisions for adequate evaluation which would guide the thinking of state and local policy makers.

One type of agricultural education has been developed and equally important types have been neglected.

Agricultural education has not been integrated as rapidly as it should have been into the public school systems of the country.

All of these defects can be remedied. The important thing is that we keep local-state-national cooperation going while we make the repairs that are needed, for most of what we prize in agricultural education was made possible by it. □

How to Make - - -

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tiplied by two. But this kind of thinking is remote when we look at the overall program. I do think that we will find a great degree of correlation in a multiple department and the amount of work completed and the manner in which it was completed. With two teachers the scope of the program can be expanded—more instruction can be offered—community relations can become a reality—more scientific knowledge can be disseminated to the farming area, and much wishful thinking of the past can become a reality in the future."

It seems that a better guidance and counseling program for the all-day students, young farmers and adults should result with the additional teacher personnel. However, the efficiency or quality of the current offering should be at the optimum before new segments are added through a multiple teacher program.

Divided Responsibility and Cooperation Important

The division of teacher responsibilities is one of the most important segments in the success of a multiple

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Viewpoints of - - -

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cially able to support an educational program of this type without adequate state and federal support.

Are Federal Funds Desirable?

Indiana has consistently held a conservative view regarding federal aid for education, maintaining that the state should and could adequately support its own educational program. In view of this it is interesting to find that only twenty-one per cent of the school administrators indicated that they believe that federal funds are undesirable for vocational education. Nearly one half of the administrators expressed the viewpoint that it is desirable to have vocational education, including vocational agriculture, financed in part with federal funds.

Who Should Enroll in Vocational Agriculture?

Should vocational agriculture be required or elective? The viewpoints expressed by school administrators leaves little doubt regarding this matter since ninety-two per cent agree that vocational agriculture courses should be elective and should not be required of farm boys or freshman boys in rural areas.

Generally, vocational educators agree that students who enroll in vocational agriculture courses should have facilities for supervised farming to be able to secure practical farm experience. This appears to be a reasonable prerequisite. However, only one-half of the Indiana school administrators believe that students of vocational agriculture should have facilities for supervised farming or be satisfactorily placed for farm experience before they are permitted to enroll in vocational agriculture. If the requirement of supervised farming is essential, it would seem that vocational agriculture educators must substantiate their claims in order that administrators will understand and appreciate this important phase of vocational agriculture. Furthermore, teachers of vocational agriculture need to demonstrate that supervised farming is an integral part of the vocational agriculture curriculum.

Is Adult Education a Responsibility?

Today many educators regard education for adults equally as important as training for secondary school pupils. Due to rapidly changing conditions, both social and technological, it is necessary for those engaged in agriculture to keep informed and prepared to meet these changing conditions. When Indiana school administrators were asked to express their views regarding the organization of young and adult farmer classes in schools that maintain departments of vocational agriculture, the administrators as a group indicated that they were uncertain regarding such classes. The findings show that slightly over forty per cent agree that young and adult farmer classes should be organized, while over fifty per cent were either uncertain or opposed to having the school assume the responsibility for these classes.

Particularly significant is the finding that approximately one-fourth of the administrators would favor having agricultural agencies other than the public secondary school provide all agricultural education for adult farmers. Important too is the fact that twenty-nine per cent were undecided about this issue and that forty-five per cent of the administrators believe that the public schools have a responsibility for the education of adult farmers.

How do Administrators View the Vocational Agriculture Teacher's Work Load?

Frequently vocational agriculture teachers complain about their having work loads in excess of that of other teachers. This may be the result of their teaching position which requires them to perform activities outside of the classroom such as making farm visits, arranging for field trips, ordering and securing class and shop supplies and equipment, and the like. It must be realized that it is difficult to determine what constitutes an adequate work load for any given teaching situation.

It can be said that Indiana school administrators do not believe that the work load of vocational agriculture teachers is greater than that of other teachers in the high school. This inference has been drawn from the data which indicates that only three per cent of the administrators believe that the daily work load is greater than that of other teachers.

It is of interest that ninety-two per cent of administrators agreed that the teacher of vocational agriculture should visit his students on their home farms in order to supervise and help students with their supervised farming activities. Furthermore, eighty-nine per cent thought that the teacher should visit his students three times a year. Yet these same administrators are somewhat reluctant to consider the time needed to supervise student farm activities as part of the teacher's work load. This was evident since only sixty-six per cent were willing to recognize supervised farming visits as part of the normal work load of the teacher of agriculture.

Presently it is the policy to employ teachers of agriculture on a twelve-months basis. The findings indicated that Indiana school administrators do not have any serious objection to this policy since only nine per cent were found to be in disagreement.

SUMMARY

On the basis of the administrators' viewpoints expressed in this study, the following generalizations may be made:

1. Superintendents and secondary school principals believe that successful departments of vocational agriculture depend to a large extent upon their support of the program.
2. While school administrators view themselves as having a key role in vocational agriculture, they favor having local advisory committees appointed to counsel with the administrator and the teacher of agriculture.
3. School administrators do not believe that vocational agriculture creates too many administrative problems.
4. There seems to be a lack of understanding among school administrators regarding the extent to which state and federal authorities regulate a local school program of vocational agriculture.
5. The time allotment for class instruction is a policy which administrators believe should not be determined by state and/or federal agencies.
6. School administrators favor having the state determine standards for approving the facilities of local departments of vocational agriculture.
7. The majority of school administrators believe that it would be desirable to have a state course of study for vocational agriculture.
8. The cost of vocational agriculture, even though higher than

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Public Understanding Through Public Relations Programs

Some principles to guide public relations program development

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Public education is a public business. It exists secondarily as a specialized vocation. Vocational education in agriculture, in all its aspects, is an integral part of that arrangement. As such, it is important that the inherent principles guiding the activities proper to the field of public relations assume a significant role in the functions necessary to effective and efficient local programs of vocational agriculture. Indeed, the quality of the local program is directly proportionate to the quality and degree of public understanding and appreciation of the guiding purposes and inherent functions of vocational agriculture.

It is doubtful if teachers of vocational agriculture can solve the problems proper to techniques and approaches consistent with purpose and function without the guide of a sensitive analysis of public desires. They must rely upon the judgment of non-educators for their judgment of trends and for the establishment of creeds. Non-educators, in turn, must rely upon professional educators in vocational agriculture for professional knowledge and skills necessary for local programs of vocational agriculture.

Nothing could be more useful to vocational agriculture than for the public and the professional educators associated with vocational agriculture to understand and appreciate their respective functions. The educator needs to understand public opinion and the public he serves; the public needs to comprehend the nature of a specialized expert educational service. Public relations in vocational agriculture must be viewed as such a two-way process of understanding and appreciation between the public and the professional vocational agricultural educator. The principles that guide the functions peculiar to effective and efficient public relations are basic. Vocational agriculture is due to adopt and adapt these principles.

The controlling purpose in the preparation of this article is to set forth some principles of public relations in such a manner as to render them as guides for the conduct of an effective program of public relations for local programs of vocational agriculture. Fourteen principles are developed and enumerated with brief descriptive analyses in the following paragraphs.

1. The teacher of vocational agriculture should assume the responsibility for a public relations program proper to the activities of the local department. Functions that are guided by purposes that seek to develop and maintain favorable relationships between the public and the local program of vocational agriculture is an important activity of the teacher. Public relations begin in the school and move outward.

2. The processes employed in a public relations program should be those that will inform, persuade and integrate. The process that seeks to inform should aim at suggesting a concept of the active principles that give character to vocational education in agriculture. The process of persuasion aims its appeal at the public's feelings or desires. Integration, as a process of public relations, seeks to suggest a complete fusion of allied particulars into a comprehensible and related whole.

3. The public relations program should conform to the existing policies of the school. To fail in this respect would be a failure of public relations itself.

4. Public relations activities of the vocational agriculture program should be carefully planned in order to reach the desired public. Vo-ag has many publics. Some of those are peculiar to the department while others are common to the entire school program. The role that a public relations program might play with the various publics is also diversified; thus, careful planning is essential.

5. A number one public of the vocational agriculture program for purposes of public relations is the in-school and out-of-school groups enrolled in vo-ag. Not only are they a public, but also a valuable media for effective relations.

6. Planning for continuity in the public relations program should be regarded as fundamental. The public relations calendar is a most effective means of planning for a program that will be continuous in nature.

7. The technics and media employed in the public relations functions should be varied. Approaches should be devised in order to be effective immediately. The adage "to tell them what you're going to tell them, then to tell them, and then to tell them what you told them" should be accomplished in as many ways as possible until "they" understand and appreciate what "they" were told.

8. The public relations program must be honest in intent and purpose if it is to be effective for an appreciable length of time.

9. Public relations should be inherent in the educational activities of the vocational agriculture department. It could be assumed to be an element or quality resident in the very nature of the program. It is a property of a properly conducted program.

10. Public relations should be positive in approach. It should be so conducted as to imply conviction or full confidence in the purposes and functions of the local program of vocational agriculture.

11. The public relations program should be comprehensive. It should convey a clear and true idea or conception of the acts associated with vocational education in agriculture.

12. The public relations program should be sensitive to its public. An awareness of possible responses of a given public to a given approach is the primary consideration in recognizing the implications of this entry.

13. The ideas communicated should be presented in such a manner that will enhance ready understanding. Simplicity is of utmost importance.

14. Teachers of vocational agriculture should acquire techniques and skills of effective public relations. There are many sources of information ranging from books to individuals that can aid the teacher in acquiring the qualities of the public relations man. ❑

The Story of Vocational Education on Radio

A fourteen-year program proves that it can be done!

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"Welcome friends to the one hundred sixty-second consecutive broadcast of the Vocational Education In Public Schools Program." This statement made by the announcer of radio station W.G.B.I., Scranton, Pennsylvania on July 20, 1957, signified that for thirteen and one-half years the radio audience of Northeastern Pennsylvania, New Jersey and lower New York State have listened to a one-half hour monthly program featuring activities related to Vocational Agriculture and Homemaking Education. W.G.B.I., which is a C.B.S. affiliate, carries the program as a public service feature. Originally, the programs were presented "live." After about four years, however, it was decided to transcribe the program a day or two prior to the broadcast. Several reasons suggested this important change. Most important were the difficulty of meeting a set appointment during winter months with a group, and conflict between broadcast time and other duties required of adults who appeared on the program. Each program is different in some respect but over the years a pattern has developed that would make the average program sheet look as follows:

CONTINUITY

Station W.G.B.I.—Scranton, Pennsylvania
Saturday, Month, Date, Year—3:00-3:30 P.M., E.D.T.

I.	3:00 -3:00¼	Opening Theme—FFA March	(¼)
II.	3:00¼-3:01¼	Station Announcer	(1)
III.	3:01¼-3:06¼	Vocational Education Flashes	(5)
IV.	3:06¼-3:06½	Announcer	(¼)
V.	3:06½-3:09½	Band—"Washington Post March"	(3)
VI.	3:09½-3:09¾	Announcer	(¼)
VII.	3:09¾-3:13¾	Champions On Parade	(4)
VIII.	3:13¾-3:14	Announcer	(¼)
IX.	3:14 -3:17	Band "Sabre and Spurs"	(3)
X.	3:17 -3:18	Announcer	(1)
XI.	3:18 -3:26	Feature	(8)
XII.	3:26 -3:26¼	Announcer	(¼)
XIII.	3:26¼-3:29¼	Band—"American Medley"	(3)
XIV.	3:29¼-3:29½	Announcer	(¼)
XV.	3:29½-3:30	Closing Theme—FFA March	(½)

The program always opens and closes with the FFA March as a theme number. Item II, Station announcer introduces the program giving the number which the program represents and some general remarks relative to the place of vocational education as a part of our total educational programs; then he introduces whoever is in charge for Part III, flashes. The flashes consist of short news items relative to happenings of the past month. Part IV, the announcer thanks the news reporter and introduces the first band number, Part V, which is considered important as a break on an half-hour program. Part VI, the announcer then introduces the "Champions" as Part VII. This usually is an account of the program of two or three FFA or FHA members who are doing outstanding work in their fields but has also included administrators, supervisors, parents and teachers who have earned special recognition. In Part VIII the announcer again thanks the reporter and announces the second band number as Part IX. Following this the announcer introduces the feature as Part XI. This is an interview with one or more youth or adults and describes some phase of the vocational program in detail. State department members, instructors from the University, supervising principals, teachers, pupils, parents, young farmer members and practically all phases of the program have appeared on the feature during the past so that those who have followed the monthly features have an up-to-date and thorough knowledge of the activities that are taking place in our fourth-class school districts. The feature is followed by the third band number, a short summary of what has been reported by the station announcer, and the FFA March.

Vocational Homemaking Education and Vocational Agriculture alternate months on the program with both groups featuring news of general interest in the "Flashes." The popularity of the program can be expressed best by the number of years that it has been favorably received by the radio audience and Radio Station W.G.B.I. A year ago, 1956, the station was cited by the Pennsylvania Association FFA. Surveys show that many look forward to the program, and many are the requests that come to our office for additional enlargement on stories that are of necessity mentioned briefly.

Values

On the positive side it can be stated that our program keeps the public informed; gives a great number of pupils an opportunity to appear on radio; and is a means of keeping administrators, supervisors and others informed. Having them on the program usually results in renewed interest in vocational education in general.

Problems

On the negative side, the program takes a lot of time since the total script must be in the station one week in advance of broadcast time. Deadlines are hard to meet during busy seasons when the program depends upon the cooperative efforts of a great number of individuals. Since the program takes at least one-half day, we have expected some trouble in getting pupils and teachers out of school but this has not developed. Instead, it has become an honor which all the school seems to share. It looks like we will be broadcasting at least for the next thirteen and one-half years; there seems to be no end to the new developments in our area in Vocational Agriculture and Homemaking Education. □

Who Makes - - -

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tion and are satisfied with the way that it is being made.

Do we need a federal board of education? Not a board that deals with vocational education only, but a board that deals with all education?

Maybe not. We do, however, need some lay group responsible for developing policies for vocational education. Only by having a lay policy-making group can we have a chance to develop the kinds of policies that are needed for vocational education.

The blame, if any, lies with the profession. The present system exists because we allow it to exist. It will continue as long as we continue present attitudes. □

What Do Studies Show?

Administration and Policy Making

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This report is based upon a review of the Summaries of Studies in Agricultural Education and bulletins on state policies for administration of programs in vocational agriculture. State supervisors and teacher trainers were most cooperative in responding to a call for materials on trends in administration and policy making.

State Plans and Policy Statements

A new trend in administration in most states is the publication of both a State Plan and a State Policy Bulletin for Vocational Education in Agriculture. State Plans are the official cooperative agreements between the states and the Federal Government. The state policy bulletin is an interpretation of the program to local boards of education. A further trend is the development of local policy statements by local boards of education.

Bulletin No. I of the United States Office of Education on Administration of Vocational Education (revised in 1957) has been the official guide for vocational education in agriculture for over thirty years. The new Bulletin No. I will mark a trend to stronger state control and responsibility for policies within the framework of the federal vocational acts.

Sasman (42) reports plans for a new Wisconsin statement on criteria for the maintenance of departments of vocational agriculture. Mr. Sasman reports thay have been proceeding on the assumption that henceforth responsibility for the maintenance of standards in vocational agriculture is going to rest almost completely in the states and local communities.

Idaho (18) Policy Bulletin provides background information on the basic Smith Hughes Act, Policy Bulletin No. I of the United States Office of Education, and the State plan.

Local Policy Statements

Colorado (10) has developed a guide for use by local schools in developing a written policy statement for a community program of vocational agricultural education. It is recommended that the development of the local policy statement be shared with a local consulting committee, faculty, administrators, students, board members, and other people of the community.

"This We Believe" (39) is the title of a Utah bulletin on suggested policies, standards and procedures for conducting local programs of vocational agriculture.

Citizen Participation in Local Policy Making for Public Education by Hamlin (13) is a handbook on policy making and use of citizens' consulting committees.

Hamlin's (14) book on citizen participation in local policy making for public education is a rich source of background information on policy formation by local groups.

Local school board policy statements for vocational agriculture reviewed include: Beecher, Illinois; Pontiac, Illinois; Worden, Montana; and Rifle, Colorado.

Bartholomew (3) developed an excellent outline for a local policy statement for Pennsylvania schools.

Program Planning

Wisconsin (42) policies suggest that the first responsibility of the instructor should be to conduct a strong program for his high school pupils. However, strong emphasis should be placed on young farmer and adult farmer classes.

Wisconsin (42) policies suggest that the daily schedule of the instructor permit him to make such farm visits as necessary to insure effective farming programs.

Colorado (10) suggests that local policies approve the organization of a young farmers association.

Virginia (41) teacher trainers and supervisors have set down their points of view and philosophy regarding "Future Farmer" work. Responsibilities are stated for local advisors, teacher trainers and state supervisors.

Utah (39) has had a state-sponsored young farmer organization since 1939.

Sutliff (35) states that New York has prepared course of study suggestions for general agriculture in grades 7 to 11 to meet in part the needs of students interested in agricultural occupations other than farming.

Establishment and Maintenance

Kentucky (22) has published a bulletin by Lamar suggesting criteria or standards for determining a classroom unit of vocational agriculture. He recommends a community survey as a basis for establishing a department of vocational agriculture.

Wisconsin (42) policies on who should enroll and what constitutes satisfactory enrollments in vocational agriculture are: (1) high school enrollments in vocational agriculture should be limited to those who are definitely interested in the study and practice of farming and can make satisfactory arrangements for supervised farming programs, (2) students interested in a general knowledge of agriculture should be enrolled in a nonvocational class, (3) an enrollment of about forty high school students and twenty to thirty young farmers and adults would require the full time of an instructor if proper attention is given to the development of supervised farming programs and the proper use of the farms of the community for instruction, (4) two instructors should be employed in departments with seventy or more high school pupils enrolled together with young and adult farmers, (5) a token reimbursement of $100 would be reimbursed schools in which the high school vocational agriculture enrollment is ninety or more, and (6) in small schools with less than thirty students desiring agricultural instruction, combination departments might be arranged between two nearby schools.

Maine (23) provides that "approval of a day-school program in a new location will not be granted until a study of community needs in agricultural education has been made and a program planned accordingly.

New developments noted in time requirements were provisions for five 60-minute periods per class provided a young and/or adult farmer class was in operation or if up to 12 hours of individual on-farm instruction is provided. The following Michigan (25) Plans are typical for most states.

Plan A—Two consecutive 60-minute periods of instruction five days per week for one year and one 60-minute period of instruction 5 days per week for the other years.

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Plan B—Two consecutive 60-minute periods of instruction two days per week and a 60-minute period three days per week, for each class.

Plan C—Two consecutive 45-minute periods of instruction five days per week for each class.

Plan D—Sixty minutes of instruction per day, five days per week, for each class, or blocks of time for instruction to provide a minimum of five clock hours per week, provided there is in operation a program of systematic instruction for out-of-school young farmers and/or adult farmers for not less than a total of 72 clock hours per year (some states make this as low as 50 clock hours).

Plan E—A plan by the school arranging blocks of time for instruction in agriculture for not less than thirty clock hours per month.

Michigan (1) young farmer programs call for fifteen meetings totaling at least thirty hours of instruction during the first year. Adult programs require a minimum of ten meetings totaling at least twenty hours over a period not less than two weeks (Wisconsin policies suggest twenty-eight hours rather than thirty a week).

Wisconsin (42) policies on time requirements provide the following additional plans:

1. Two consecutive periods of class instruction five days per week, two years, and one period of class instruction five days per week for the other year or years.

2. Two consecutive class periods of instruction five days per week for one year and one class period of instruction five days per week for the other years, or two hundred and fifty minutes of class instruction per week for each class for each year of the program, provided that each vocational agriculture student receives at least twelve clock hours of individual on-farm instruction per year with at least one clock hour of such supervision and instruction by the teacher during each four-month period of the calendar year, such supervision and instruction to be given on the farm where the student is developing his farming program.

Facilities

Kunsela (21) in 1953 summarized reports from thirty-five states which suggested a farm shop floor space of 70 x 40 for a 25-pupil class.

An Arizona (9) plan suggests, for a two-teacher department, a shop floor area of 70′ x 54′, an outside patio of 69′ x 54′ and two classrooms 36′ x 22′ and 34′ x 22′.

Vermont (40) plans for a one-teacher department suggests a shop area of 40′ x 59′ for a separate building and 54′ x 54′ for an attached building.

Washington (15) floor plans suggest a farm shop area of 40′ x 75′ for a small department and a machinery court and shed of 40′ x 75′; for a two-teacher department, a shop area of 50′ x 100′, a machinery court of 75′ to 100′ and machine shed 16′ to 24′ and 60′ to 100′. The Washington plan suggests a fenced-in area for the machinery court including a loading ramp. A check list evaluates each facility item according to its importance.

California State Department (8) has issued a publication on the objectives, functions, legality, plans and operation of school farm laboratories in the State of California. School farm land advisory committees are suggested.

Deyoe (11) reported on a study of "the use of school land by departments of vocational agriculture in Illinois schools."

Maine (23) requires that for equipment and supplies a new department must appropriate not less than $3,000.00 the first year and at least $1,000.00 each succeeding year until the inventory is complete; that for books and consumable supplies the annual appropriation be not less than $250 or $8 per enrolled all-day student, whichever is larger.

Reimbursement Policies

Bunten (6) studied reimbursement policies to local districts. Local district reimbursement from state and federal funds approximates a range of twenty to twenty-five per cent. Local districts are paying an increasing proportion of the local cost for vocational agriculture.

Most states reimburse young and adult farmer classes at a higher rate than all-day classes. The average reimbursement approximates $100 to $200 per adult or young farmer class.

A few states provide a larger reimbursement the first few years after establishment of the department.

Bunten (6) reports that state and federal funds are used to establish new programs, avoid excess costs of the program, maintain program standards, insure a twelve-months' program, provide state supervision and provide pre-service and in-service teacher training.

Utah (38) has developed a department self-evaluation chart which may be used as a future basis for local reimbursement.

Wisconsin (42) policies state that reimbursement will not be provided on the salaries of instructors in agriculture who coach or assist in coaching interscholastic athletics.

Wisconsin (42) policies state that in schools in which the instructor in agriculture is also principal, it will be assumed that his duties as principal require 35 per cent or more of his time. The principal should not assume responsibilities for an agriculture department with over thirty students enrolled.

Indiana (19) bases its reimbursement program on the completeness of local programs. First-class schools are those with a complete program; second-class schools are those with an average program; and third-class schools are those with a limited program. First-class schools receive $750 special reimbursement plus $100 for each approved adult class, $150 for each approved young farmer class, and fifty per cent reimbursement for travel. Second-class schools vary only in that they receive a $300 special reimbursement, and third-class schools receive a $100 special reimbursement.

Maine (23) standards provide that "priority in the use of vocational funds could well be given to those places which meet the most immediate and pressing needs and wherein the available funds can be used most efficiently and effectively; in other words, training for those already engaged in the occupation (young and adult farmers). A high school program will be aided by federal funds only with programs of young farmer and/or adult farmer classes.

New York (26) provides a quota of $250 reimbursement for teachers' salaries for conducting a young farmer program meeting certain standards for at least five out-of-school young farmers. An additional $30 is provided for each young farmer above five for a total up to $850.

Idaho (18) provides that approved teacher travel to the annual state con-

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ference will be reimbursed local districts in full.

Supervision

Instruments have been developed to evaluate local programs of vocational agriculture by The North Atlantic Region. Standards are suggested for each major area of the program.

North Dakota (28) provides an evaluation guide for local programs.

The Virginia (4) supervisory and teacher-training staffs and school administrators collaborated in appraising state supervisory duties. A guide was developed to identify responsibilities and make suggestions for improvement of instruction and to produce better relationships.

Stephens (33) listed program and administration duties and responsibilities of school administrators and teachers for the vocational agriculture program such as become acquainted with the program, help obtain facilities, have teacher assist with enrollment, and formulate a policy statement.

McCarty (24) has prepared a Handbook for the Administration of Vocational Education in Agriculture in the Public Secondary Schools of Louisiana.

Drawbaugh (12) developed a record folder providing all items of information on individual students.

Warren Weiler, Ohio, reports the benefit of a State Advisory Committee of school administrators.

Idaho (18) recommends that the school have the services of a local advisory committee of adults appointed by the board of trustees to advise the instructor and the school as to the content and nature of instruction in agriculture for both in-school and out-of-school programs.

Utah (39) policies on communication channels with local school districts state that official problems, supervision, finance, and report making are transmitted to the chief local school administrator. Instructional tests are sent directly to the teacher unless otherwise directed by the district superintendent.

Organization and Personnel

Maine (23) provides that teachers of vocational agriculture must be employed on a twelve months' basis. Exceptions are permitted in multiple teacher departments. A vocational agriculture teacher will not be assigned other teaching duties if the needs of the community for agricultural training (including out-of-school groups) are such as to use his full time advantageously. When the normal vocational agriculture load exceeds a day school equivalent of sixty, more than one teacher should be employed. The number of enrollees in young and adult farmer classes are divided by two for the purposes of determining day-school equivalents.

Ohio reports provisions permitting teachers to attend summer school alternate years using six weeks one year and three weeks the next as a maximum.

Wisconsin (42) policies on professional improvement state: (1) summer conferences should be attended regularly, (2) four-weeks summer sessions should be encouraged, (3) longer summer sessions should be attended only under most unusual conditions, and (4) instructors planning graduate work should work out a long-time program of such work.

North Carolina (27) encourages teachers to keep up with constantly changing practices. Teachers should: (1) attend summer school frequently for four to six weeks; (2) attend workshops and short courses, annual conferences, group meetings; (3) visit experiment stations and farms doing special work; and (4) study professional publications.

Utah (39) encourages teachers to attend extension and campus courses which are aimed at improving professional and technical understandings. They should counsel with administrators and supervisors before enrolling for such courses.

North Dakota (28) permits up to thirty days annual educational leave after a minimum of two years of service.

North Dakota (28) provides increasing leave with tenure starting with fifteen days for up to five years and twenty-six days after ten or more years.

New Hampshire policies make it permissible for schools to provide teachers up to four weeks of annual leave. It is suggested that no teacher should be on leave more than three weeks at any one time.

Knuti (19-20) reported on use of teacher time in the Pacific states. The average work week for teachers during the school year 1952-1953 was 57.83 hours; for the 1952 summer months they averaged 50.57 hours. During the school year teachers devoted 64 per cent of their time to high school vocational agriculture class activities as compared to 35 per cent during the summer months.

Idaho (18) states that a vocational agriculture teacher is employed for full time. Working upon his own farm or other supplemental employment is viewed as detracting from the full effectiveness of the program.

Wisconsin (42) policies state that instructors employed to organize (new) departments of vocational agriculture should have two years or more of successful experience.

Colorado (10) suggests teachers be paid 8 cents a mile for local supervisory mileage and approved out-of-district mileage and subsistance for approved trips.

Utah (39) requires teachers upon resigning to provide an approved inventory, statement of FFA assets and liabilities, list of current enrollments, record of individual farming programs, record of high school young farmer and adult farmer programs, record of group projects, and record of farm visitations.

Wisconsin (42) policies state that young and adult farmer instruction must be conducted on a unit basis. Each unit is to consist of five or more lessons.

Utah (39) policies suggest that teachers should average twenty or more visits per month with seventy or more during the summer months. A minimum of four visits per year are suggested for future farmers, and two each for young or adult farmers.

Colorado (43) teacher trainers have developed a program of work for their department. The statement spells out the work for the teacher-training staff for purposes af action as well as evaluation. □

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A simple guide for - - -

Conducting On-Farm Instruction

LEWIS CHAMBERS, Vo-Ag Instructor,
Smethport, Pennsylvania

It has often been said that the best time to teach is when a need exists. In teaching agriculture, we are perhaps fortunate as we are constantly finding this need. This presents a golden opportunity for instruction with the pupil anxious to absorb the information which will help him with his problems. Desirable teaching situations, such as this, are encountered during farm visitations more than in any other phase of agricultural instruction.

In order to meet this need, the instructor finds his personal resources of training, experience, and common sense called upon to the fullest extent as quite often no specific advance preparation and exact planning is possible.

Many methods are no doubt being successfully used by teachers to bring about good on-farm instructon. I feel that two main points should be developed and followed in organizing a program for an individual pupil. I say individual because we must recognize that if we have fifty farms to visit, we will have fifty different students and fifty different programs to set up.

Evaluate the Total Situation

The first necessary step is to evaluate the farm as to the enterprises being carried out, and the efficiency of the farm operations, the soil, markets, and available equipment.

Perhaps the pupil himself is most important. Many conditions concerning his personality, his financial situation, his relationship with his parents or family, his personal ambition, and his attitudes will greatly affect the type of program he needs and can carry out successfully.

These things concerning the individual and the farm cannot be determined by casual acquaintance, but must be developed by careful observation and frequent contact.

Develop a Program of Instruction

Once we feel we are thoroughly familiar with the situation and have built up a friendly relationship with the individual and have gained his confidence, I believe we are ready to set up a program of instruction. This perhaps need not be a formal program, but one which meets the need and is understood by both the pupil and his family.

From the major needs, the instructor may be able to recognize the many other opportunities for instruction of which the pupil has been unaware.

Once the analysis of farm and individual has been made, instruction will take place in rapid order. Much of this will be presented by teacher-pupil conference on the spot. Much can be done, of course, through references, bulletins, and periodicals suggested by the teacher. Regular and frequent contact is the essential for success as the program develops.

In order to provide good on-the-farm instruction, it is most important to know the individual and his farm and gear the program accordingly. If this is done, a situation will be established creating active learning for the pupil and a great deal of satisfaction to the instructor. □

Preparation in soils for "Ag" Instructors

JAMES BLACKWELL, Vo-Ag Instructor, Joseph, Oregon.

SOIL is one of the nations most valuable natural resources. As the population increases and demands for higher production increase, the necessity for the conservation and improvement of the quality of our soil will continue to grow.

In the days of the pioneer farmer, the soil was often used, abused, and then deserted for new and better acreage. Present cost of tillable land, however, makes necessary the preservation and development of all the soil we have.

As a student preparing for a career in the vocational agriculture field, one must keep in mind the increasing necessity for a practical knowledge of soil uses and soil management which the farmer of the future will need. These future farmers, when they appear in your class, will need a working knowledge of:

1. The general information of soil, its properties, types and structure.
2. The chemical make-up of the soil types and the appropriate use for the various types.
3. How to solve problems involving irrigation and drainage.
4. Soil needs for fertilization, general conservation and soil improvement procedures.

All of this could be capsuled into one phrase; the farmer of the future needs a practical understanding of general soil management.

Teacher Preparation

Realizing these needs of his future students, the instructor should plan his preparation accordingly. A good working knowledge of chemistry is fundamental for the agriculture teacher. He applies this knowledge to the problems of soil analysis, fertility and specific problems which concern the physical make-up and improvement of the soil.

He should also have some knowledge of soil physics, which will enable him to instruct and assist the students in problems which concern irrigation, drainage, and contouring.

The agriculture instructor must familiarize himself thoroughly with the soil types and best general usage of the soil in the community in which he works. Courses in how to gather and interpret this information prove very helpful and can be easily adapted to the area of employment upon leaving college. The rural survey method, in which an area is surveyed as to slope, soil type, and usage, is one effective method of gaining this information in any given area.

Applications in Teaching

Soil judging contests are one way of giving the students practical experience in the discovery of soil types. Needless to say, the instructor must have an adequate background in this line, in order to be able to successfully conduct and assist the boys in conducting such an undertaking.

Lastly, perhaps the most vital of all is the need for the agriculture instructor to be fully aware of the need

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We must learn how to work with the administrators, but - - -

Is It Really a Problem?

T. O. BEACH, Vo-Ag Instructor, Casa Grande, Arizona

At the last N.V.A.T.A. Convention in Philadelphia many problems were discussed, some were solved and others just stated. Among these so-called problems was one stated as "Relationships between the Vocational Agriculture Department and the High School Administrator." The implication, in this case, being that some departments in the nation have been having trouble selling their program sufficiently that the local administrator will act favorably toward it.

Such a problem does not exist in our department, which is a two-man department with a student population of around 100-125 boys in nine classes. This department is comparatively new, having been organized in 1947. We have had above average FFA activity but nothing outstanding. We could list many accomplishments in this field but this is not the purpose for this article.

Our department has enjoyed very excellent cooperation from the administrator, Mr. Loren S. Curtis, the school board and the community. We have *not* had any special drives or campaigns to bring this about. We *have* tried to remember, however, that we are employees of the Board of Education and that Mr. Curtis is our immediate superior. This is our first concern. Also, we keep reminding ourselves that we are first *teachers* in the Casa Grande Union High School system and as such we are to share the general responsibilities of the school as do the other teachers in the system.

Too often, it seems, the agriculture teacher divorces himself from all other activities aside from his agricultural classes. It is very easy to do this in most cases, especially when the agriculture building is separate from the others of the system. We tend to shut ourselves up in our own little cubicle and then wonder why the other teachers on the staff question our program. If we simply carry a similar share of responsibility as other teachers our program will sell itself.

The department of vocational agriculture and its program is important in farming communities and our administrators know this, or else the department would be discontinued. Sometimes we put the blame on someone else, when if we would really check and accept what we find we would probably observe that it is our own shortcomings that are giving the trouble. □

Good farm visits not "just a dream"

NATHAN KNIGHT, Vo-Ag Instructor, Keene, New Hampshire.

Nathan Knight

JOHN Jones, freshman student of vocational agriculture, comes to class Monday morning in a very excited frame of mind. His first ewe has lambed over the weekend and John is now wondering how and when to dock the lamb. Since John is the only freshman with sheep for his farming program, it is questionable if the class time should be taken on this matter. However, this does not permit a "do-nothing" attitude by the teacher for it is a mighty big problem for the student. John's future attitude toward the instructor depends on the outcome of this problem. The teacher has been expecting this to come up because he has checked John's project calendar on the point. The final result is that the teacher helps the boy with the problem on his next visit to the farm, scheduled at the proper time.

The foregoing may be classified as an agriculture teacher's day dream since the boy probably forgot to mention the matter to the instructor. Although this is not always the case, it is all too often true. This, then, brings up the question of the farm visit and the instruction which goes with it. How does the teacher determine the time and purpose(s) for going out to the student's farm and home? What records and/or comments should he make on these visits?

Purposes and Timing of Farm Visits

Most of us, as teachers of agriculture, realize that there are many reasons for this visit to a supervised farming program. Among them are the following: to check on the progress of the student and his records; to confer with the parents and get to know them better; to go over future plans as to the farm program with both student and parent; to survey for class and shop problems; to gather material for field trip possibilities; and to give individual instruction to those concerned.

How does one know when to go to John's place? One answer is to be found in the student's supervised farming program calendar which he developed during the beginning of the school year. With this, the instructor has a place from which to start on his own planning program. The first visit to the incoming freshman's home has given the teacher the opportunity to meet the parents and explain the program. This probably was done during the summer months. The first visit during school time will no doubt be given over to instruction on records and calendar development to supplement the classroom work. The student may (probably will) discover that he needs to revise his calendar from time to time throughout the year. This, in turn, helps him develop the desirable attitude of keeping the instructor informed as to his project's progress when he comes to Vo-Ag class. May it be added, at this point, that the teacher must be an understanding listener at such times.

It is nearly impossible to say how many visits per year should be made for each student. Most instructors probably set up a minimum goal of the number required by regulations. In addition to the required number, the supervised farming program calendar of the students (as has been noted previously) offers basis for planning needed additional visits. It is fairly safe to say that the more active a boy is, the larger the number of visits made. For this reason, it is

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News and *Views* of the Profession

Timmons Assumes New Duties In Philippines

Guy E. Timmons

DR. Guy E. Timmons, a member of the teacher-training staff in Agricultural Education at Michigan State University has joined the faculty at Leland Stanford University as Professor of Vocational Education. In June, he and his family will go to the Philippines where he will represent Stanford as a team leader of a group of specialists participating in a Stanford-sponsored International Cooperation Administration project. The primary purpose of the project is to assist in the upgrading of higher education and the improvement of teacher training in the Philippines.

During World War II, Doctor Timmons served nine months in the Philippines as an officer with the U. S. Army Corps of Engineers. He was a member of the U. S. Combat forces that made the initial landing in the Philippines. The Engineer Battalion he commanded was one of the first to enter and liberate the City of Manila. The personal knowledge gained of the Filipinos and their country will serve as a wonderful background for his present professional tour of duty.

While in the Phillippines, Doctor Timmons and family will reside on the campus of the Central Luzon Agricultural College, Munoz, Nueva Ecija.

Currently Doctor Timmons is on Sabbatical Leave from Michigan State University. He joined the teacher-training staff in Agricultural Education at Michigan State in 1948. Prior to his present position, he served as Associate Dean of Students at Washington State College. He and his family will be abroad one year on his assignment to the Philippines. □

Viewpoints of - - -

(Continued from page 10)

most subjects, is considered justifiable as a secondary school subject by the majority of school administrators.

9. Approximately fifty per cent of the administrators believe that federal funds for vocational agriculture are desirable.
10. The administrators believe that vocational agriculture should be an elective subject.
11. Only one half of the administrators would require that students of vocational agriculture have facilities for supervised farming or be satisfactorily placed for farm experience before they are permitted to enroll in vocational agriculture classes.
12. Slightly less than one half of the administrators believe that the public secondary school should assume the responsibility for adult and young farmer education. Slightly more than one-fourth believe that agricultural education for adult farmers should be provided by agricultural agencies other than the public secondary school.
13. School administrators do not view the daily work load of vocational agriculture teachers as being greater than that of other secondary school teachers.
14. A large majority of the administrators believe that the teacher of vocational agriculture should make as many as three supervisory farm visits a year to each of his students.
15. Only two thirds of the administrators would consider the time needs for making supervisory farm visits as part of the agriculture teacher's work load.
16. The employment of vocational agriculture teachers for twelve months is viewed as a desirable practice by the majority of school administrators. □

Preparation in - - -

(Continued from page 16)

for developing a constructive attitude toward conservation at local, state, and national levels. Superseding the planned conservation programs at state and national level must be an awareness on the part of the individual farmer of the growing necessity to preserve our good soil and rebuild our poorer soil. The agriculture instructor, if well informed and aware of good conservation practices, is in an excellent position to develop thinking relative to conservation in tomorrow's farmers.

Perhaps most of all the vocational agriculture instructor needs to feel the power of the soil over the millions of people in our nation who must be fed. To get this feeling the preparation consists of long, thoughtful rides into the country. □

Good Farm - - -

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well to maintain a chart of visits made each month and thereby lessen the risk of having certain students monopolize the time of the instructor.

Making the Visit

In the case of this writer, a visit to a supervised farming program usually begins in the classroom where the student reports as planned beforehand. The teacher has an opportunity to go over the student's records, which are available at school, and the student has the opportunity to receive his individual attention as to class and project problems. Following this record analysis, the teacher and the boy drive to the farm and meet with one or both of the parents, talk over any questions raised by any one of the parties, and become better acquainted. The visit with the parents may be before or after the instructor has seen the farming program —preferably after, since the teacher is more aware of the situation.

A report form asking for certain material on the visit has been used to good advantage by this writer. Two copies are made with the aid of carbon and a slipboard, with boy and teacher each retaining a copy. All three phases of the supervised farming program (productive project, improvement project and supplementary practices) under way at the time of the visit are noted and recorded. Such things as suggestions for the future, instructional aid given, possible shop projects and other important data are listed also. The parents' suggestions, too, should be given a place on this report sheet. The instructor's copy is returned to the individual folder at school.

The pictorial report is one many of us may slight, but there is no person, man or boy, who does not enjoy seeing himself and his work either on the screen projected from 2 x 2 slides or in the scrapbook of school and chapter activities.

Farm Visits Valuable to All Concerned

There is no question but that the instructor receives as much aid from the visit as the student and the parent since it is here he may find class problems and material, shop work possibilities, field trip facilities, a sincere desire on the part of the parent to cooperate and an excellent opportunity to publicize the work of the Vo-

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How to Make - - -

(Continued from page 9)

teacher program. Usually it is most important to have one teacher designated as head teacher of the department. The head teacher then becomes somewhat of a liaison between the school administration and the department. The duties in a department need to be divided as nearly equal as possible and some teacher needs to be delegated as responsible for each segment of the program. Even though one teacher may be assigned a specific duty this does not excuse other teachers in the department from being of assistance when called upon. Generally, a multiple teacher program requires a great deal of cooperation among those concerned. □

Good Farm - - -

(Continued from page 18)

Ag course and the Future Farmers of America.

In summarizing, it should be noted that instruction on the farm does not imply that the teacher is reporting to the farm to do the student's work, but rather is going there in order that he may show the boy how and when to do the job with its planning, procedures, recording and follow-up. These are of value to student and teacher. □

Studies in Progress in Agricultural Education During 1957-1958

NORTH ATLANTIC REGION

Compiled by Henry S. Brunner, Pennsylvania State University

ANTHONY, FRANK AND BRISTOL, BENTON K. AND KIMMEL, OSCAR A.—"The Farm Shop in Mechanized Farming." Staff study in cooperation with the Department of Agricultural Engineering, Department of Agricultural Education, The Pennsylvania State University.

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Compiled by H. P. Sweany, Michigan State University

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CRAMTON, ALFRED—"Follow-Up Study of Graduates in the College of Agriculture." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

CUNNINGHAM, CLARENCE — "Scholastic Attainment of Students in the College of Agriculture with Emphasis upon High School Preparation." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

DAVIS, PHILIP B.—"Factors Associated with Attendance at Adult Farmer Classes." Dissertation, Ph.D., Department of Teacher Education, Michigan State University.

DEBOER, WENDELL—"Overlap in Course Content Between Previous Experiences and Beginning Courses in Agriculture at the University of Minnesota." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

DOEBBERT, LOWELL A.—"Opinions and Practices of Minnesota Teachers of Agriculture Regarding the Use of Written Courses of Study." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

FERGUSON, GORDON E.—"An Analysis of the Vocational Agriculture Program Needs for The Rosemount Community and Proposals for Meeting Those Needs." Special Problem, Department of Agricultural Education, University of Minnesota.

FIFE, HARVEY—"An Appraisal of the Farm and Home Development Program in Delaware County, Iowa." Thesis, M.S., Department of Vocational Education, Iowa State College.

GIPP, PAUL — "Influence of Military Service on Establishment in Farming of Vocational Agriculture Graduates in Northeastern Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

GRANGER, LAUREN—"Management Factors Differentiating Earnings Among Farmers in the Minnesota Vocational Agriculture Farm Management Program." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

GREEN, ERNEST—"A Tool and Equipment Guide for Vocational Agriculture Shops." Non-Thesis, Department of Agricultural Education, The Ohio State University.

HABITO, CELESTINO—"The Development of Adult Education in Agriculture in the Philippines." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

HANSON, ROBERT—"The Influence of Selected High School Courses on First-year Academic Success in Agricultural Curriculum at University of Minnesota." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

HARTZOG, DAVID—"The Effect of Farmer Opinion on Course Content in Farm Mechanics." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

HENDERSON, HARRY—"Spatial Requirements for Teacher Training in Farm Shop." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

HENSEL, JAMES—"Relationship Between High School Environmental Characteristics of Male Seniors and Their Choices of Non-Farm Occupations." Thesis, M.S., Department of Vocational Education, Iowa State College.

HINKLE, EDGAR N. JR.,—"A Source Unit for Teachers of Young Farmer Classes on an Evaluation of the Deferred Full Feeding of Steer Calves as a Possible Beef Production System to be Included in a Farm Business." Thesis, M.S., Department of Education, Kansas State College.

HUDLI, VISHWANATH J.—"A Program for Vocational Agriculture in India." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

HUDLI, VISHWANATH J.—"Educational Planning in the Bombay Karnatak Region, India." Thesis, M.A., Department of Agricultural Education, University of Minnesota.

JENKINS, DAVIS—"Factors Affecting the Tenure of Agricultural Extension Agents." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

JONES, ROBERT—"Relationship Between Vocational Agriculture Training and Status of Farm Reared Male High School Graduates in Occupations Not Related to Farming." Thesis, M.S., Department of Vocational Education, Iowa State College.

KENNEDY, W. HENRY—"A Clarification of the Relationship Between Farming and Certain Off-the-Farm Agricultural Occupations with Implications for Guidance and Curriculum Development in the Secondary School." Dissertation, Ed.D., Department of Teacher Education, Michigan State University.

KNIGHT, WILLIAM H.—"Association of Selected Factors with Choices of Students of Vocational Agriculture in Michigan." Dissertation, Ph.D., Department of Teacher Education, Michigan State University.

LANDON, GEORGE L. "Farming Programs for Sons of Rural Residents Enrolled in Vocational Agriculture in Ohio." Thesis, M.S., Department of Agriculture, The Ohio State University.

LINDENMUTH, WARD A.—"The Occupational Patterns and Plans of 160 Former Students of Vocational Agricul-

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Studies in Progress - - -

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ture in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

LOREEN, C. OSCAR—"An Examination of Adult Education in Vocational Agriculture in the United States." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

MADISON, ELDON—"The Relative Effectiveness of Selected Visual Aids in Teaching Farm Management in Adult Farm Programs." Thesis, Ph.D., University of Minnesota.

MCRILL, ARLEN D.—A Project Accounting Handbook." Non-Thesis, Department of Agricultural Education, The Ohio State University.

MORINO, KAZUTAKA—"Agricultural Education in Japan—Past, Present, and Future." Non-Thesis, M.S., Department of Agricultural Education, University of Minnesota.

NIELSON, DUANE — "Relationship Between Selected Factors and Establishment of High School Graduates in Farming." Dissertation, Ph.D., Department of Vocational Education, Iowa State College.

OLIPHANT, MARCUS W.—"A Survey Study of Audio Visual Equipment and Use in Kansas Vocational Agriculture Departments." Thesis, M.S., Department of Education, Kansas State College.

PFLEIDERER, DONALD—"An Evaluation of the Research Functions of Agronomy Demonstration Plots." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

RAINES, PAUL L.—"Sources of Information on Fertilizers Used by Vocational Agriculture Teachers in West Central Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

REIFF, RAYMOND G.—"The Use of an Advisory Council in a Vocational Agriculture Department." Research Problem, M.S., Department of Agricultural Education, South Dakota State College.

RHONEMUS, ALFRED — "Practices and Values in Use of Land by Departments of Vocational Agriculture." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

RICE, RICHARD—"The Organization of Adult and Young Farmer Classes for Part-time Farmers in Northeastern Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

ROBINSON, GEORGE A.—"A Study of the Kansas Future Farmers of America District Leadership Schools." Thesis, M.S., Department of Education, Kansas State College.

ROLLOFF, JOHN—"Rural Youth Programs in Germany and Japan." Non-Thesis, M.S., Department of Agricultural Education, University of Minnesota.

ROYSTER, RALPH R.—"Basic Skills and Training Needed by Vocational Agriculture Students, who Enter Off-Farming Occupations." Thesis, Ed.D., Department of Agricultural Education, University of Missouri.

SALMELA, MELVIN—"Relationship Between Home Environmental Characteristics of Farm Reared Male High School Seniors and Their Choices of Non-Farm Occupations." Thesis, M.S., Department of Vocational Education, Iowa State College.

SANDY, DONALD R.—"A Study of Counselling and Guidance Services Provided for Vocational Agriculture Students in the High Schools of Nebraska." Thesis, M.S., Department of Vocational Education, University of Nebraska.

SCOTT, E. NEIL—"A Study of Advisory Councils for Departments of Vocational Agriculture in Nebraska High Schools." Thesis, M.S., Department of Vocational Education, University of Nebraska.

SNEPP, NEIL O.—"Improving the Instruction in Farm Electrification Offered by Teachers of Vocational Agriculture." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

SORENSEN, SEVERIN B.—"An Evaluation by Graduates of Skills Taught in the Nebraska City Vocational Agriculture Program." Thesis, M.S., Department of Vocational Education, University of Nebraska.

SWANSON, ROBERT—"Factors Affecting Establishment of New Farmers in Farming in Marengo, Iowa, School Area." Thesis, M.S., Department of Vocational Education, Iowa State College.

TESKE, PHILIP—"Attitudes Toward College Training in Agriculture as Preparation for Farming." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

TURNER, DEANE—"The Effectiveness of Selected Visual Aids in Teaching Farm Management from Farm Accounting Information." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

WALISER, DONALD—"The Summer Program of Teachers of Vocational Agriculture in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

WARD, ARTHUR B.—"A Study of Employment Opportunities in Agricultural Non-Farm Occupations in Nebraska." Non-Thesis, Department of Vocational Education, University of Nebraska.

WELLS, CARL—"Relationship Between Home Environmental Characteristics of Farm Reared Male High School Graduates and Their Status in Non-Farm Occupations." Thesis, M.S., Department of Vocational Education, Iowa State College.

WENE, LEO—"Opportunities for Vocational Agriculture Graduates in Related Agricultural Occupations in Ashtabula County." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

SOUTHERN REGION

Compiled by Don M. Orr, Oklahoma State University

ALLEN, T. J.—"Practices and Techniques That Assist Teachers in Developing Strong Programs of Supervised Farm Practice." Report, M.S., Oklahoma State University, Stillwater, Oklahoma.

ATHERTON, JAMES C.—"The Use of Forestry Plots in Vocational Agriculture in Arkansas." Report, University of Arkansas.

BARNEY, CHARLES C.—"An Educational Program for Irrigation Farmers in Nine Counties of Southwest Oklahoma." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

BASS, B. C.—"A Study of Farm Surveys in Virginia." Staff study. Department of Agricultural Education, Virginia Polytechnic Institute.

BASS, B. C.—"Conditions Hindering the Conducting of Young-Farmer Classes in Virginia." Staff study, Department of Agricultural Education, Virginia Polytechnic Institute.

BLACK, JACK—"An Educational Program for Irrigation Farmers in the Area of Lazbuddie, Texas." Thesis, M.S., Oklahoma State University. Stillwater, Oklahoma.

CARDOZIER, V. R.—"Part-time Farming in Tennessee." Staff study, Department of Agricultural Education, University of Tennessee.

CARDOZIER, V. R. AND CARPENTER, L. A.—"Practices Used in Procurement of Books for Vocational Agriculture Departments in East Tennessee." Staff study, Department of Agricultural Education, University of Tennessee.

CARNEY, JOHN W.—"Farm Shop Safety Program for Vocational Agriculture Departments in Tennessee." Thesis, M.S., Department of Agricultural Education, University of Tennessee.

CASTON, HUGH R.—"The Relation of High School Training and Occupations Engaged in After Leaving the Boiling Springs High School, 1947-57." Thesis, M.S., Clemson College.

COLLINS, C. A.—"An Evaluation of the Present Program of Vocational Education in Agriculture in Southeast Oklahoma." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

CRABTREE, ROY A.—"Criteria for Discontinuing Departments of Vocational Agriculture in Tennessee." Thesis, M.S., Department of Agricultural Education, University of Tennessee.

DENYER, JOHN T.—"An Educational Program in Pasture Management for Farmers of Cedar Vale, Kansas." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

DILES, MERRELL D.—"An Evaluation of the Activities of the Lincoln County, Oklahoma Future Farmers of America Association." Report, M.S., Oklahoma State University, Stillwater, Oklahoma.

DUGGER, ROY W.—"Employment Opportunities for Agricultural College Graduates in Oklahoma." Staff study, Department of Agricultural Education, Oklahoma State University, Stillwater.

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DYE, EDDIE—"Characteristics Employers Desire in Agricultural College Graduates." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

HINTON, TROY W.—"What Do People in the Church Hill Community Know About Vocational Agriculture?" Thesis, M.S., Department of Agricultural Education, University of Tennessee.

HOBBS, WALTER W. — "Disciplinary Problems of Teachers of Vocational Agriculture." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

JOHNSON, FLOYD—"A Study of Methods Used in Financing the Supervised Farming Programs of All-Day Students of Vocational Agriculture in South Carolina." Thesis, M.S., Clemson College.

KINDELL, CLYDE R.—"Factors Associated with the Participation of Adult Farmers in Organized Instruction in Vocational Agriculture." Thesis, Ed. D., Oklahoma State University, Stillwater, Oklahoma.

LAMBERTH, EDWIN E.—"Why Former Tennessee Teachers of Vocational Agriculture Left the Profession." Thesis, M.S., Department of Agricultural Education, University of Tennessee.

LEGG, OTTO—"An Adult Education Program for Beaver County, Oklahoma." Report, M.S., Oklahoma State University, Stillwater, Oklahoma.

LOVE, EUGENE F.—"A Study in Methods Used in the Orientation Teachers in Public Schools." Dissertation Ph.D., Louisiana State University and A and M College, Baton Rouge, Louisiana.

LOVELL, JAMES F.—"Problems of Irrigation Farmers in the Oklahoma Panhandle." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

MANN, IRA J., JR.—"An Educational Program in Farm Mechanics for Students of Vocational Agriculture in Long Island, Kansas High School." Report, M.S., Oklahoma State University, Stillwater, Oklahoma.

MORTON, DANIEL F.—"Guidance Problems, Practices, and Responsibilities Currently Assumed by Teachers of Vocational Agriculture in Oklahoma." Report, M.S., Oklahoma State University, Stillwater, Oklahoma.

POWERS, BILL G.—"An Evaluation by Agricultural College Graduates of the Curriculums They Experienced While in College." Thesis, M.S., Oklahoma State University, Stillwater, Oklahoma.

PRICE, R. R.—"An Evaluation of the Supervised Student Teaching Program in Oklahoma." Staff study, Department of Agricultural Education, Oklahoma State University, Stillwater, Oklahoma.

RUSSELL, HARVEY E.—"Participating Experiences in Vocational Agriculture of Student Teachers in Oklahoma During 1957-1958." Report, M.S., Oklahoma State University, Stillwater, Oklahoma.

SMALLING, JOHN D.—"A Study of Teaching in the College of Agriculture, University of Tennessee." Thesis, M.S., Department of Agricultural Education, University of Tennessee.

VINSON, SEXTON C.—"An Evaluation Study of the Five Major Future Farmer Contests in Supervisory District One, South Carolina." Thesis, M.S., Clemson College.

WIEGERS, G. W., JR. AND CARDOZIER, V. R.—"Attitudes of School Administrators in Tennessee Toward Vocational Agriculture." Staff study, Department of Agricultural Education, University of Tennessee.

INTER-REGION

Compiled by J. N. Freeman, Lincoln University

BENNETT, LOREN G.—"An Evaluation of the Instructional Problems for the Elementary Grades of the Lincoln High School, Tallahassee, Florida." Thesis, Florida A and M University.

CONYERS, CHARLIE L. — "Professional Problems that Beginning Teachers of Vocational Agriculture Face." Thesis, M.S., Virginia State College.

POWELL, VICTOR—"A Follow-up of Former Students in Vocational Agriculture from 1947 to 1952." Thesis, M.S., Virginia State College.

RUSSELL, JOHN H.—"Attitudes of Eighth Grade Students Toward Enrolling in Vocational Agriculture in Greenville County." Thesis, M.S., Virginia State College.

SARTOR, H. W., HICKSON, W. F. AND SULLIVAN, M. N.—"Problems of Young Farmers and Implications For In-service Training to Employed Teachers of Vocational Agriculture." Staff Study, South Carolina State College.

SAWYER, CLAUDE—"Approved Practices Adopted in 1953-54 by Veteran Farmers in a Selected County in North Carolina." Thesis, M.S., Virginia State College.

SNOW, JOSEPH A.—"Planning and Conducting a Program of Instruction in Vocational Agriculture at Lincoln High School, Tallahassee, Florida." Thesis, Florida A and M University.

VANN, PAUL D.—"A Study of the Recipients of the Modern Farmer Degree in Virginia from 1937 to 1946." Thesis, M.S., Virginia State College.

PACIFIC REGION

Compiled by Leo L. Knuti, Montana State College

CHRISTENSEN, HOWARD—"Study of Project Record Books Used in the Various States in Vocational Agriculture,"—Non-thesis. Written mainly for Nevada's use.

DAY, ROBERT C.—"A Study of Farm Shop Safety Throughout Idaho Departments of Vocational Agriculture," Master's Thesis, Department of Agricultural Education, University of Idaho.

JUERGENSON, E. M.—"The Contribution of the Student Teaching Experience on Certain Phases of the Development of Student Teachers," Non-thesis Study, Department of Education, University of California, Davis.

KNUTI, LEO L.—"Administration and Policy Making in Vocational Agriculture," Report on What the Studies Show, Agricultural Education Section of AVA, Montana State College.

LONG, JAMES—"Performance of Vocational Agriculture Graduates in the School of Engineering at Oregon State College," Master's Problem, Department of Agricultural Education, Oregon State College.

MCCOLLUM, EARL—"A Follow-up Study of the Occupations of Graduates in Agricultural Education," Master's Problem, Department of Agricultural Education, Oregon State College.

PEDERSON, CHARLES — "Performance of Vocational Agriculture Graduates in the School of Agriculture at Oregon State College," Master's Problem, Department of Agricultural Education, Oregon State College.

TENPAS, H. A. AND AGAN, R. J.—"A Study of Principles Relating to Adult Farming Education in the Pacific Region," Staff Study, Department of Agricultural Education, Oregon State College.

THOMPSON, O. E.—"Relationship of Vocational Agriculture Training in High School to Academic Success in the College of Agriculture," Staff Study, Department of Education, University of California, Davis.

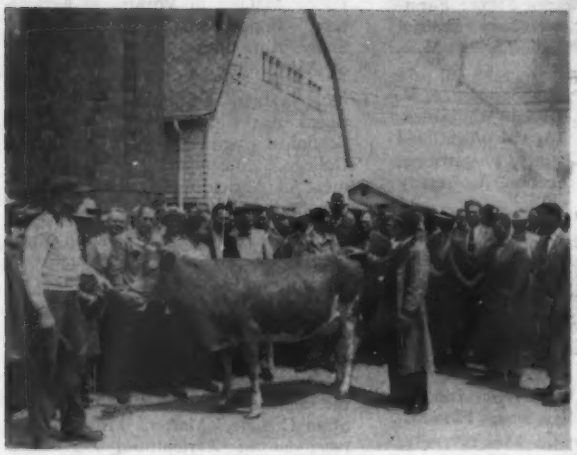
WAHLSTROM, JAMES—"A Study of Multiple Teacher Departments in the Pacific Region," Master's Problem, Department of Agricultural Education, Oregon State College.

WALKER, H. O.—"An Evaluation of California Teacher Education Programs for Preparing Instructors of Agricultural Mechanics," Doctoral Dissertation, School of Education, University of California, Berkeley. □

The Cover Picture

STUDY AMERICAN METHODS —Yugoslav educators who are making a study of American agricultural education methods saw this experiment in strawberry growing yesterday at the Agricultural Experiment Station. Shown left to right are: George W. Lange, professor of agricultural education at Rutgers; A. Yviva Martinovic, J. Franc Jalen, Ahmed Biscevic, and Oto N. Wildman, all of an industrial school at Tuzla; Dr. Norman F. Childers, chairman of the department of horticulture at Rutgers; Bosko Sekulic and Zorislav Sapunar, professors at a teachers college at Rijeka, and William H. Evans, professor of agricultural education at Rutgers. In addition to work at Rutgers they saw the operation of vocational agriculture departments in several New Jersey High Schools around the state.

Stories In Pictures



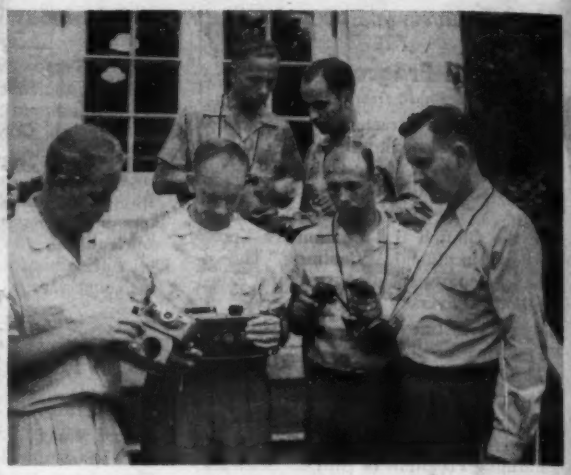
Ohio Vocational Agriculture Teacher's Conferences' are held at the State Agricultural Experiment Station at Wooster, Ohio, every 3rd year, with emphasis upon new research findings.

This group of teachers are shown getting the latest information on dairy breeding from a member of the station staff. (Photo by Ralph J. Woodin)

Six agricultural education workers presenting a panel discussion on policies for various aspects of the agricultural education programs in the Pacific Region. (Photo by TenPas)

Kentucky was host to 13 states in the Central Region for the Research Conference in Agricultural Education on December 3-5, 1957.

One of the features of the conference was a trip through a tobacco warehouse. Seen inspecting some top Kentucky burley are Warren G. Weiler, State Supervisor of Ohio; Harold R. Binkley, Professor of Agricultural Education, University of Kentucky; Dr. H. M. Hamlin, University of Illinois; and Dr. A. W. Tenney, U. S. Office of Education.



"Advanced Visual and Other Sensory Aids in Teaching Agriculture" is the title of a popular course taught by Dr. Frank Anthony, Assistant Professor, Department of Agricultural Education, The Pennsylvania State University. Several members of a recent Summer Session group check their equipment prior to a practical work session on cameras and light meters. (Photo by B. K. Bristol)

Officers of North Dakota Vocational Agriculture Association: Front row, L. to R.—Don Erickson, Rugby, Secretary; V. D. Rice, Williston, President; S. D. Owen, Fargo, Treasurer. Back row, L. to R. (Association vice-presidents) — C. Jensen, Garrison; R. Skorheim, Minot; H. Larson, Towner; C. Challey, Valley City; F. Page, Glen Ullin; H. Gordon, Park River; N. Howe, Mohall.

Donald Sutton, (standing) Vice-President, conducts a chapter meeting in the classroom of the Winter Haven Vocational Agriculture Department.